

Holy Trinity C of E Primary School

Marking and Feedback Policy

January 2026

*Be Curious, Be Inspired, **Belong.***

At Holy Trinity, we want every pupil to grow into a curious thinker, an inspired learner, and a valued member of our school community. Our children will know they are seen, loved, and supported to thrive. They develop the character and confidence to show kindness, courage, respect, responsibility, perseverance, and togetherness. Through exploring new ideas and contributing positively to school life, our pupils flourish academically, socially, and spiritually as they prepare for life in today's Britain.

Matthew 19 verse 14

"Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

Our School Values

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Togetherness

Policy Aims

At Holy Trinity C of E Primary School, marking and feedback aim to:

- demonstrate that children's work is valued and respected
- recognise effort, achievement and progress for all pupils
- provide clear guidance that enables pupils to improve and achieve well
- ensure consistency across the school through agreed approaches and symbols

- promote inclusion by ensuring feedback meets the needs of all learners
- manage staff workload by using evidence informed, high impact strategies

This approach supports high quality education, inclusive practice and positive learning behaviours, in line with Ofsted and SIAMS expectations.

Purpose of Marking and Feedback

Effective feedback supports pupils to become confident, independent learners who know more, remember more and can do more over time. It enables pupils to understand what they have done well, what they need to improve and how to move forward.

At Holy Trinity C of E Primary School, feedback is an integral part of high quality teaching. It supports the Ofsted judgement areas of Quality of Education, Behaviour and Attitudes and Personal Development by promoting engagement, resilience and progress.

We recognise that excessive written marking does not improve learning. In line with Ofsted guidance on teacher workload, we prioritise feedback that has the greatest impact on pupils' learning, particularly through verbal feedback, responsive teaching and pupil reflection.

Feedback may be verbal, written or peer led and will always be purposeful, timely, inclusive and linked to the learning intention or success criteria.

Feedback Strategies

A range of feedback strategies are used to support learning, progress and inclusion.

Verbal Feedback

Verbal feedback is the most immediate and effective form of feedback and is used routinely in all classes.

- feedback may be given by teachers or learning assistants
- it may take place with individuals, groups or the whole class
- it may be provided during or after a lesson
- it is focused on the learning intention and next steps

This supports Ofsted expectations for adaptive teaching and enables pupils to respond and improve in the moment. It also promotes respectful dialogue and positive relationships, which are central to inclusion and well being.

Acknowledgement and Praise Marking

Acknowledgement marking shows that work has been seen and valued.

- work will be acknowledged with a tick or brief comment
- it may indicate that verbal feedback has already been given
- Team Points may be awarded using the TP symbol

This reinforces positive attitudes to learning and supports an inclusive classroom culture where effort and improvement are recognised.

Self and Paired Assessment

Pupils in Key Stage One and Key Stage Two are encouraged to reflect on their learning and take responsibility for improvement.

- pupils assess their own work and that of others against success criteria
- in Key Stage Two, pupils respond using purple polishing pens
- pupils may edit or improve their work as part of the learning process

This supports independence, metacognition and inclusion by enabling all pupils to engage actively with feedback at an appropriate level.

Deep Marking

Deep marking is used selectively, usually for extended or assessed pieces of work where it will have the greatest impact.

Deep marking should:

- focus on key learning objectives and curriculum intent
- provide clear and manageable next steps
- include prompts that help close gaps in understanding
- provide opportunities for pupils to respond where appropriate

Deep marking supports curriculum progression, inclusion and high expectations, while remaining proportionate and mindful of staff workload in line with Ofsted guidance.

Outcomes for Pupils

Through effective feedback, pupils will:

- understand the quality of their work and how to improve
- know what success looks like
- feel confident to make mistakes and learn from them
- develop resilience, motivation and pride in their learning
- take increasing responsibility for their progress

These outcomes support academic achievement, personal development and inclusion for all pupils.

Outcomes for Teachers

Teachers will:

- evaluate the impact of teaching and curriculum design
- identify strengths, misconceptions and gaps in learning
- adapt teaching and planning to support inclusion and progress
- use assessment information to support progression and equitable outcomes

Marking Conventions and Expectations

The agreed marking symbols are detailed in Appendix 1.

- technical vocabulary and words provided to pupils will be marked
- no more than three spelling corrections will be identified in any one piece
- spelling expectations will be appropriate to the individual child

This ensures feedback is meaningful, manageable and inclusive.

Use of Highlighters

- green highlights identify successful examples linked to the objective, limited to three
- pink highlights identify areas for improvement, limited to one
- Key Stage One uses highlighters only for extended writing and comprehension tasks

In Years Four, Five and Six, incorrect spellings may be highlighted in blue, maximum three.

Mathematics in Key Stage Two

- green highlighter for correct responses
- pink highlighter for incorrect responses
- self and paired marking form the majority of marking
- teachers often mark alongside pupils during lessons

If more than three errors are identified, pupils will correct only three. This supports fluency, reasoning and inclusion through manageable feedback.

Feedback in Other Subjects

In foundation subjects, feedback will be appropriate to the subject and task.

- feedback may be verbal or written
- one to one discussions and whole class feedback are common
- work may be shared and discussed to support reflection and improvement

This supports curriculum breadth, enrichment and inclusive participation across subjects.

Monitoring and Review



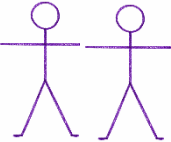



This policy will be reviewed annually. Its impact will be monitored through:

- learning walks and book looks
- pupil voice, including vulnerable groups
- staff feedback and workload considerations
- progress and attainment outcomes

Created by Jade Wakefield and Laura Fox January 2026.

Appendix:

TP	Team Point
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V	Verbal Feedback provided in person.
Staff Initials	My teacher has looked at my work.
	A very good piece of work.
	I have marked my own work.
	I have marked my work with a friend.
P	I can make my work neater.
	Think Pink. (KS1-Comprehension/extended writing)
	Go green. (KS1-Comprehension/extended writing)
	Think about this spelling. (KS1-Comprehension/extended writing)

	English and Maths (Reception/KS1)
c t for cat. ✓ ✓	Ticks will be used to identify correct phonemes (Nursery & Reception)

~~~~~ ~~~~~	Spelling mistake - Correct spelling written as appropriate.
✓	Correct
•	Mistake (if marking with the child)
(•✓)	Shows the correction of a mistake.
	KS2
^	Insert a word
//	New paragraph needed

Staff to mark in GREEN pen only.

Children to make corrections in PURPLE pen only.